BENNETTSVILLE ELEMENTARY 801 Country Club Drive Bennettsville, SC 29512 3-5 Elementary School GRADES 593 Students ENROLLMENT Mrs. Gloria Dudley 843 479-5938 PRINCIPAL SUPERINTENDENT Dr. David Sherbine 843-479-4016 Ronald B. Henegan 843-479-7838 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 3 9 59 41 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: NO This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003 2004	Below Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Elementary Schools with Students like Ours

483

483

483

484

Mathematics English/Language Arts Mathematics English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND FARENTS							
	Teachers	Students	Parents				
Number of surveys returned	42	176	133				
Percent satisfied with learning environment	83.3%	82.2%	79.4%				
Percent satisfied with social and physical environment	64.3%	77.3%	75.8%				
Percent satisfied with home-school relations	40.5%	83.4%	71.1%				

Bennettsville Elementary 3501010 PACT PERFORMANCE BY GROUP olo Proficient and State Objective July of Testing olo Belom Baeic olo Proficient olo Advanced Advanced olo Tested olo Basic English/Language Arts All students 99.3 38.9 0.2 589 48.3 12.6 12.8 17.6 Gender Male 315 99.4 54.8 36.8 8.4 N/A 8.4 17.6 Female 99.3 41.1 41.1 17.5 0.4 17.9 17.6 274 Racial/Ethnic Group 98.1 47.0 33.0 19.0 1.0 20.0 17.6 White 107 African-American 99.6 48.9 39.9 N/A 11.2 17.6 476 11.2 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 17.6 Hispanic 17.6 100.0 N/A N/A N/A N/A N/A 3 American Indian/Alaskan 100.0 17.6 N/A N/A N/A N/A N/A 3 Disability Status Not disabled 495 46.1 39.9 13.8 14.0 17.6 99.8 0.2 Disabled 94 96.8 60.7 33.3 6.0 N/A 6.0 17.6 Migrant Status Migrant 0.0 N/A N/A N/A N/A N/A 17.6 N/A Non-migrant 589 99.3 48.3 38.9 12.7 0.2 12.8 17.6 English Proficiency Limited English proficient N/A 0.0 N/A N/A N/A N/A N/A 17.6 Non-limited English proficient 589 99.3 48.7 38.3 12.8 0.2 12.9 17.6 Socio-Economic Status Subsidized meals 495 99.2 52.2 37.8 10.0 N/A 10.0 17.6 Full-pay meals 89 100.0 27.8 44.4 26.7 1.1 27.8 17.6 Mathematics All students 589 100.0 49.3 43.5 6.5 0.7 7.2 15.5 Gender Male 100.0 51.5 41.2 0.7 7.3 15.5 315 6.6 Female 100.0 46.6 46.2 6.4 8.0 7.2 15.5 274 Racial/Ethnic Group White 100.0 46.1 40.2 11.8 2.0 13.7 15.5 107 African-American 476 100.0 50.1 44.0 5.5 0.4 5.9 15.5 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 15.5 Hispanic 100.0 N/A N/A N/A N/A 15.5 N/A 3 American Indian/Alaskan 3 100.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 100.0 45.0 46.5 7.7 15.5 495 8.0 8.5 Disabled 100.0 73.3 26.7 N/A N/A 15.5 94 N/A Migrant Status N/A N/A N/A N/A 15.5 Migrant N/A 0.0 N/A Non-migrant 589 100.0 49.1 43.6 6.6 0.7 7.3 15.5 English Proficiency

Abbreviations for Missing Data

N/A

49.4

53.2

27.8

N/A

589

495

89

0.0

100.0

100.0

100.0

Limited English proficient

Non-limited English proficient

Socio-Economic Status
Subsidized meals

Full-pay meals

N/A

43.3

41.6

54.4

N/A

6.6

4.6

16.7

N/A

0.7

0.6

1.1

N/A

7.3

5.3

17.8

15.5

15.5

15.5

15.5

PACT PERFORMANCE BY GRADE LEVEL

	I PERFC							
		Errolle	ent 1st ing	/ , /	HOW Basic	/	Proficient olo	Advanced Advanced
		/11/	Jell Leep	lested olo Be	ONPE	Basic ok	Profil.	Advanced Advanced
		Emo	94,00	0/08	0/0	o/o	0/0	, 0/0 6/1
				English	n/Langua	ge Arts		
	Grade 3	199	N/A	36.9	42.6	20.0	0.5	20.5
	Grade 4	223	N/A	43.1	43.5	13.4	N/A	13.4
8	Grade 5	197	N/A	44.8	51.0	4.1	N/A	4.1
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	183	98.9	33.9	46.0	19.5	0.6	20.1
	Grade 4	203	99.0	49.5	36.5	14.1	N/A	14.1
03	Grade 5	203	100.0	59.9	35.0	5.1	N/A	5.1
2003	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				M	athematio	s		
	Grade 3	199	N/A	35.2	50.0	13.3	1.5	14.8
	Grade 4	223	N/A	53.0	33.6	8.8	4.6	13.4
8	Grade 5	197	N/A	64.6	29.2	4.6	1.5	6.2
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	183	100.0	38.1	55.7	6.3	N/A	6.3
	Grade 4	203	100.0	47.7	44.0	6.2	2.1	8.3
2003	Grade 5	203	100.0	60.9	32.0	7.1	N/A	7.1
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE				
(Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 593)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Down from 3.7%	3.4%	2.4%
Attendance rate	95.7%	Down from 95.9%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.2%	Up from 4.8%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.5%	Down from 13.6%	8.4%	8.0%
Older than usual for grade	2.7%	Down from 4.9%	2.7%	1.1%
Suspended or expelled	0.8%	Down from 6.3%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	57.9%	Up from 53.8%	47.2%	50.0%
Continuing contract teachers	92.1%	Up from 89.7%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year		Down from 88.7%	82.3%	86.2%
Teacher attendance rate	95.1%	Up from 93.3%	94.6%	95.3%
Average teacher salary	\$39,345	Up 0.9%	\$39,111	\$39,909
Prof. development days/teacher	20.1 days	Up from 7.2 days	12.9 days	11.4 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	21.0 to 1	Down from 21.8 to 1	17.3 to 1	18.9 to 1
Prime instructional time	88.5%	Up from 86.7%	88.2%	89.7%
Dollars spent per pupil*	\$4,968	Up 0.3%	\$6,289	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 63.0%	66.1%	66.6%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to oboug in high payorty cabacle	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Bennettsville Elementary Accelerated School, high expectation for all students to perform is our mission. This expectation is met through the use of powerful learning lessons, thematic units, hands-on activities, cooperative learning, problem solving, exploration, and discovery. Our primary goal is to raise the academic achievement level of ALL of our students. Through the Accelerated and Effective Schools Processes, we are creating an educational environment that fosters high expectations for all our stakeholders. Governed by a Building Leadership Team and a cadre of staff, faculty, students, and parents, our school promotes site-based management concepts.

Unity of Purpose, one of the principles of the Accelerated School Process, involves creating opportunities for students, faculty, and staff to collaborate and work toward a common purpose. Faculty members are given unencumbered blocks of time to plan and collaborate with their colleagues. Student homeroom representatives are instrumental in planning strategies that address the concerns of the student body. At BEAS, it is very important that we build on the strengths of our students, staff, parents, and faculty. Giving all students and adults an opportunity to showcase their talents has been very rewarding. The murals throughout the school are evidence that our students and their art instructor have a myriad of talents to share with all of us. Teachers support each other as they study and prepare for National Boards. Our teachers work, plan, and collaborate in teams to ensure that instruction and standards are aligned. During our yearly retreat, we have an opportunity for staff development as well as time to reflect on our vision and mission. The activities planned allow us an opportunity to enjoy each other in a non-stressful environment.

Parent involvement is encouraged through activities geared to include parents in the learning process. Parent participation was very high for Math and Reading Nights, the Science Fair, and PACT Night, where students who passed all portions of PACT were honored. Parents were invited to have breakfast with their children on several occasions and encouraged to visit all functions honoring our students. A computer class for parents was offered.

Our after-school programs are designed to help students who have not passed portions of PACT. We try to create a non-threatening environment where students can feel success. Many hands-on activities that focus on the standards are planned for the students. Our emphasis still remains on the S.C. standards.

With the support of our School Improvement Council, PTO, business partners, parents, and friends, we will continue to offer our students a sound education.

Mrs. Gloria Dudley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.